

## **(7) การพัฒนาข้อสอบการเขียน**

### **7.1 Writing Test Specifications**

การพัฒนาเกณฑ์ข้อสอบการเขียน ตามแนวทาง **CEFR** และโดยเหตุที่แนวโน้มของการวัดและประเมินผลการเขียน มักเป็นการอ่านแล้วนำข้อมูลมาเขียน หรือ บรรยายข้อความที่อ่าน จึงใช้แนวทางของ **IELTS** ในการพัฒนาข้อสอบการเขียน

นอกจากนี้ยังได้ศึกษาเกณฑ์ CEFR ในการกำหนดระดับ task เนื้อหาที่จะนำมาออกข้อสอบ การกำหนดเกณฑ์การตรวจ กรรรายงานผลคะแนน

ระดับความสามารถ **B1 B2**

#### **LEVEL VANTAGE B2 (CEF)**

##### **FIRST CERTIFICATE IN ENGLISH:**

###### **Generally effective command of the written language**

- Can write on familiar topics.
- Shows some ability to use stylistic devices such as variety and appropriacy of vocabulary and idiom though not always appropriately.
- Can communicate clearly using extended stretches of discourse and some complex language despite some inaccuracies of grammar and vocabulary.
- Can organise extended writing which is generally coherent.

#### **LEVEL THRESHOLD B1 (CEF)**

##### **PRELIMINARY ENGLISH TEST:**

###### **Limited but effective command of the written language**

- Can write on most familiar and predictable topics.
- Can communicate clearly using longer stretches of discourse and simple language despite relatively frequent inaccuracies of grammar or vocabulary.
- Can organise writing to a limited extent.

(Shaw, Stuart D and Cyril J Weir (2007) **Studies in Language Testing 26 Examining**

**Writing** Cambridge: Cambridge University Press p. 78)

**Contents:**

รายการหัวข้อเนื้อหาที่สามารถนำมาใช้เป็นข้อสอบได้ในระดับนี้ ในกรณีของ STOU-EPT จะเน้นที่ บริบททางการศึกษา

The topics or ‘specific notions’ covered in the Threshold document which are suitable for inclusion in the PET examination are as follows:

- |   |                               |
|---|-------------------------------|
| ● Clothes                                     | ● Personal identification     |
| ● Daily life                                  | ● Places and buildings        |
| ● Education                                   | ● Relations with other people |
| ● Entertainment and media                     | ● Transport                   |
| ● Environment                                 | ● Services                    |
| ● Food and drink                              | ● Shopping                    |
| ● Free time                                   | ● Social interaction          |
| ● Health, medicine and exercise               | ● Sport                       |
| ● Hobbies and leisure                         | ● The natural world           |
| ● House and home                              | ● Travel and holidays         |
| ● Language                                    | ● Weather                     |
| ● People                                      | ● Work and jobs               |
| ● Personal feelings, opinions and experiences |                               |

The following are some suggested topics for the higher levels – FCE, CAE and CPE:

- |                                |                               |
|--------------------------------|-------------------------------|
| ● Business/commerce/industry   | ● Psychology                  |
| ● Education/training/learning  | ● Relationships/family        |
| ● Entertainment/leisure        | ● Science/technology          |
| ● Fashion                      | ● Shopping/consumerism        |
| ● Food/drink (no-alcoholic)    | ● Social and national customs |
| ● Health/fitness               | ● Social trends               |
| ● History/archaeology          | ● Sports                      |
| ● Language/communication       | ● The Arts                    |
| ● Lifestyles/living conditions | ● The Media                   |

- Natural world/environment/wildlife
- Personal life/circumstances/experiences
- Places/architecture
- Travel/tourism
- Weather
- Work/jobs

(Shaw, Stuart D and Cyril J Weir (2007) Studies in Language Testing 26: Examining Writing Cambridge: Cambridge University Press p 120-121)

รูปแบบข้อสอบ

**Response format:** reading into writing 2 essays >>

Graph >> information transfer

**Time 105 Task 1 60 mins Task 2 45 mins.**

**Marking scheme: Weir 1983**

## 7.2 เกณฑ์การให้คะแนน marking scheme

### เกณฑ์การให้คะแนน

#### MARK SCHEME 2 TEEP ATTRIBUTE WRITING SCALES (Weir 1983)

##### 1. Relevance and Adequacy of Content

- 0. The answer bears almost no relation to the task set. Totally inadequate answer.
- 1. Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and/or pointless repetition.
- 2. For the most part answers the tasks set, though there may be some gaps or redundant information.
- 3. Relevant and adequate answer to the task set.

##### 2. Compositional Organisation

- 0. No apparent organisation of content.
- 1. Very little organisation of content. Underlying structure not sufficiently apparent.
- 2. Some organisational skills in evidence, but not adequately controlled.
- 3. Overall shape and internal pattern clear. Organisational skills adequately controlled.

##### 3. Cohesion

- 0. Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible.
- 1. Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication.
- 2. For the most part satisfactory cohesion though occasional deficiencies may mean that certain parts of the communication are not always effective.
- 3. Satisfactory use of cohesion resulting in effective communication.

##### 4. Adequacy of Vocabulary for Purpose

- 0. Vocabulary inadequate even for the most basic parts of the intended communication.
- 1. Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriacies and/or repetition.
- 2. Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution.
- 3. Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and/or circumlocution.

##### 5. Grammar

- 0. Almost all grammatical patterns inaccurate.
- 1. Frequent grammatical inaccuracies.
- 2. Some grammatical inaccuracies.
- 3. Almost no grammatical inaccuracies.

##### 6. Mechanical Accuracy I (Punctuation)

- 0. Ignorance of conventions of punctuation.
- 1. Low standard of accuracy in punctuation.
- 2. Some inaccuracies in punctuation.
- 3. Almost no inaccuracies in punctuation.

##### 7. Mechanical Accuracy II (Spelling)

- 0. Almost all spelling inaccurate.
- 1. Low standard of accuracy in spelling.
- 2. Some inaccuracies in spelling.
- 3. Almost no inaccuracies in spelling.

## ตัวอย่างข้อสอบ

### Example W5 Information Transfer Tasks.

#### GEPT Advanced Writing Test Task 1 LTTC Taiwan

**General Instructions:** In this test, you will have an opportunity to demonstrate how well you can extract main ideas from both verbal and non-verbal input, organize these ideas effectively in writing tasks and make clear your own viewpoint on these main ideas. There are two tasks in this test. Each task has a different time limit. You must complete both tasks or your test will not be marked. Detailed instructions will be given to you at the beginning of each task.

Read these instructions carefully and plan ahead so that you can complete all the requirements within the time limit. Insufficient development of any part of either task will result in a lower score for that task. Your performance will be scored according to the following criteria: relevance and adequacy, coherence and organization, lexical use, and grammatical use.

The entire writing test takes 105 minutes.

#### Task 1

You are going to take part in the GEPT Composition Contest and the winning prize is an NT\$5,000 book voucher. The title of the composition is **The Advantages and Disadvantages of Advertising**. Information about this topic is provided in the two articles on the following pages.

- First, read each text to establish the main points the writer is making. You can use the space provided on your test paper to make notes.
- Then, **in your own words** as far as possible, write a composition that summarizes the **main ideas of both texts** concerning the pros and cons of advertising. If you use more than three consecutive words from the articles, use quotation marks (" "). **Plagiarism will result in failure.**
- In the final part of the composition, you should make clear your own viewpoint on these main ideas and come to a conclusion.

Your composition must be about **250 words**. You have **60 minutes** to complete Task 1.

#### The Advantages and Disadvantages of Advertising

### **The Disadvantages of Advertising**

Anyone who lives in America is aware of advertising. Reading newspapers and magazines, we see full-page ads urging us to buy clothes, autos, cigarettes, and kitchen appliances. Television and radio programs include commercials; we all have heard the phrases "brought to you by" and "sponsored by" hundreds of times. If we drive, we see road signs or billboards proclaiming the qualities of products or the location of restaurants or motels. If we commute on a transit system, we cannot help but notice the prominent signs displayed on the buses and subways. And in our mail, along with the bills and the letters, come shiny flyers and circulars promoting products and announcing sales.

Advertisements in some form intrude into nearly every waking minute of our lives. We simply cannot get away from their pounding, incessant messages. Because ads permeate radio and television, we find ourselves singing their silly jingles and repeating their "cute" lines. Sellers admonish us to buy through a profusion of techniques: hard sell, soft sell, music, comedy, and appeals to all our emotions and fears.

Some ads are even potentially harmful. Perplexing or misleading sales pitches may lure unwary buyers into financial trouble. It is always best to remember: "caveat emptor" — let the buyer beware. Many commercials go far beyond the mere transmitting of information when they attempt to transform our values and attitudes. Cigarettes ads, for example, often imply that smoking is a manly or sexy habit. It is neither.

Because of these problems, many people have become extremely critical of commercials, especially those directed at children. As adults, we are often skeptical of what we read or hear in advertisements. Children, because they are not as mature or experienced as we are, cannot judge how reasonable or accurate ads are. If the man on TV says chocolate-covered, sugar-coated wheat toasts are healthful and nutritious, children may very well believe it. Many parents feel sellers take unfair advantage of children's inability to evaluate what they see or hear.

Unfortunately, despite their problems, commercials and ads are an established part of modern life. Providers of goods and services will always try to persuade us to purchase what they are selling. As consumers, we must learn not to believe everything we hear or read, so that we will not be fooled into buying things we don't need.

### NOTES



### The Advantages of Advertising

Advertising plays an extremely important role in our society. Perhaps most obviously, it keeps us informed about the latest products and services, thus enabling us to buy intelligently. Advertising also has a positive impact on our economy, by providing funding for the media and stimulating competition among goods and service providers. In addition, advertising can be used to promote public welfare, thus exerting a positive social impact on society.

We as consumers benefit greatly from advertising. By reading bank ads, for example, we might decide to transfer our money from our current bank to one offering better rates or more convenient hours. When traveling, we can save hundreds of dollars on transcontinental fares by comparing the ads in the travel section of the newspaper.

Advertising can also be used to increase awareness in society about particular issues, and in so doing, it becomes a form of education. Anti-drug advertising such as "Just say NO", and drunk driving campaigns are just two examples of how society uses the advertising industry as a means to promote public welfare.

In addition to the social benefits, advertising also brings huge economic benefits to society. Without advertising, the media -- including newspaper, television, radio, etc. -- would be much less vigorous. Advertising provides revenue for commercial mediums which would otherwise need to be funded by the actual consumer of these mediums. For example, a newspaper would cost up to three times as much money (since advertising provides two-thirds of the revenue of the print media), or all television, bar government funded networks, would be pay-TV (since nearly all revenue for television is currently provided by advertising). The price a consumer may have to pay to receive very cheap, or even free, news and entertainment may include sitting through a 30-second commercial break while watching a television program, or flicking a couple of extra pages in a magazine, to get through the advertisements to the articles.

Although advertising might appear to raise the prices of goods and services, a closer look will show that it actually helps to keep prices low. Advertising stimulates economic activity, with vigorous competition between institutions and higher buying rates of products. This, in turn, leads to lower product costs for the consumer.

### NOTES

#### COMMENTARY ON W5

Great care needs to be taken in ensuring that the conditions relating to text type and method factor are discussed rigorously at the moderating stage. The views of subject specialists and of a sample from the test population need to be elicited to try to ensure that any bias is kept to a minimum. The subject specificity of certain input texts might create too many problems for non-specialists in the subject, and the test might prove unsuitable for them. In the end one may have to resort to generally accessible scientific texts of the sort that appear in *New Scientist* for science and engineering students, and topics such as health education or other aspects of society if the test population is to include arts and social science students.

The LTTC GEPT Advanced test is aimed at students in Taiwanese Universities. An EAP task needs to match with generalisable writing operations if a subject-specific test is not possible because of heterogeneity of population. A generalised academic writing task should include the following features: provision of topic/assignment prompt; an indication of audience expectation; specified and accessible source(s) of data; lexis constrained (to some extent) by all of the above. The candidate has to search for and extract data relevant to the question. Furthermore, the candidate has to reorganise and encode these data within the conventions of academic discourse so that the reader's expectations of relevance, adequacy, coherence, appropriateness and accuracy are fulfilled (see Hyland 2002, Weigle 2002:187-190 and Weir 1983 for further discussion).

This response format is suitable for testing a student's writing ability in terms of the tasks he or she has to cope with in an academic situation. This example represents one of the few attempts in public examinations to build greater task validity into a prompt for an academic writing test. In terms of theory based validity this task is likely to involve authentic goal setting, topic and genre modifying, generation of ideas, organisation and reviewing. It is likely to involve knowledge transformation rather than simple knowledge telling in the better candidates. In terms of the elements of task setting and task demands both this response format and W6 below are able to address all these appropriately with regard to the TSU the test is designed for. Together they offer a context and theory based valid approach to assessing academic writing in an

exam context. The relationship of performance on these tasks to performance on more extended University assignments in terms of construct validity ( see Chapter 10 for discussion of criterion related validity) is still however, in urgent need of investigation.

A common difficulty with an integrated writing component of this type, however, is making the marking reliable. To assess students' responses reliably one needs to formulate the main points contained in the extract, construct an adequate mark scheme and standardise markers to it using explicit criteria and a script library. Some subjectivity inevitably remains and it is easy to underestimate the difficulty of marking reliably. Whether such written work should be marked by specialists from the target discourse community or by language specialists needs to be thought about. The simple solution might be to involve both.

A further difficulty we noted earlier is how to treat cases where students plagiarize the original text. Taking decisions as to what does and does not constitute plagiarism may differ from marker to marker and needs standardisation.

### Example W6 Non-Verbal-Verbal GEPT-Advanced Writing Test

#### Task 2

A local English newspaper has just printed some worrying statistics on the traffic accidents that occurred in the downtown area in June. The data are shown in Figures 1 and 2 below. As a citizen, you would like to help improve the situation.

Write to the Opinion section of this local English newspaper:

- Firstly, summarize what you think are the **main findings** from the reported data and discuss the possible causes.
- Secondly, make suggestions about what can be done to reduce the number of accidents in the downtown area.

Your report must be about 250 words. You have 45 minutes to complete Task 2.

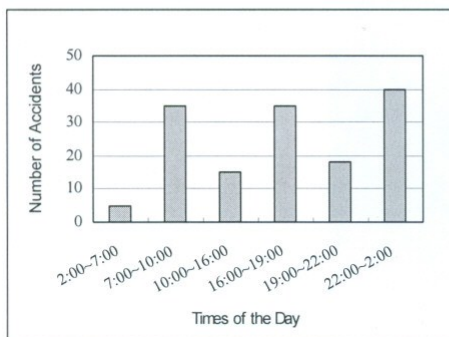


Figure 1. Number of accidents in the downtown area in June

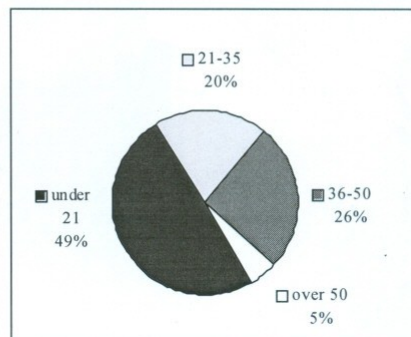


Figure 2. Percentage of accidents involving drivers in different age groups

#### COMMENTARY ON W6

With concise, clear, accessible stimuli (tabulated data, graphs, pictures and drawings) the candidate does not have to spend a long period of time decoding an extended written text. The more visual and the less verbal these stimuli are, the more efficiently they can be decoded.



## 8. STOU-EPT 2010 proposal

### 8.1 รายละเอียดข้อสอบ

แบบทดสอบมาตรฐานวัดความสามารถในการใช้ภาษาอังกฤษ

**STOU-EPT 2010**

**(Sukhothai Thammathirat Open University English Proficiency test)**

ข้อสอบ STOU-EPT 2010 แบ่งออกเป็น 3 ฉบับ ดังรายละเอียดต่อไปนี้

#### **Paper A**

	No. of questions	Marks	Time/mins
Part I Listening	25	25	30 (5 mins. preparation)
Part II Reading and vocabulary	40	40	60
Part III Structure	35	35	35 mins.
		100	125 mins

#### **Paper B Writing/Optional**

Writing	No. of questions	Rating scale	Time/mins	
	1 essay question		60	
	1 Information transfer	1/2/3	45	
			105 mins	

#### **Paper C Speaking/Optional**

To be developed in phase II

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**Detailed of each part:**

**Paper A**

**Part I: Listening: read questions first/listen twice/ 1000 word K1**

Level	Texts	Time/mins	No. of questions	marks	
A2	Listening 1	10	8	8	Pass 6
B1	Listening II	15	6	6	Pass 9
	Listening III		6	6	
B2	Listening IV		5	5	Pass 4

**Part II: Reading : controlled time for each passage**

Level	Texts	Time/mins	No. of questions	marks	
A2	2 short texts	15		10	pass 7
B1	1 text	20		20	Pass 14
B2	1 text	25		10	pass 7

**Part III: Grammar**

Level	Texts	Time/mins	No. of questions	marks	
	List of grammatical topic for A2 B1 B2	35	35 discrete items	35	25 passed

## 8.2 การรายงานผลสอบ STOU-EPT

### STOU-EPT Results report

ให้รายงานในแต่ละส่วน หาก ผู้เข้าสอบไม่ผ่านส่วนใดต้องสอบใหม่ทั้งหมด

#### Paper A Part I Listening

##### Marks (25)

##### Description

##### Listening ability is probably ...

- |       |  |
|-------|--|
| 1-6   | - sufficient to understand everyday English and short<br>simple, clear, personal and public messages             |
| 7-16  | - sufficient to access straightforward factual information<br>and language used in educational contexts          |
| 17-25 | - sufficient to access standard spoken language<br>in educational contexts and various content-based<br>lectures |

#### Part II Reading

##### Marks (40)

##### Descriptions

##### Reading ability is probably sufficient to

- |       |  |
|-------|--|
| 1-7   | - access simple documents on everyday matters<br>and simple informational sources                                    |
| 8-21  | - access expository and informative sources, and other<br>English texts in commonly encountered educational contexts |
| 22-40 | - access English texts that might be encountered most in educational<br>contexts                                     |

#### Part III Grammar/Structure

##### Marks (35)

##### Descriptions

- |            |  |
|------------|--|
| 1- 23      | - uses some simple structures correctly but still systematically<br>makes basic mistakes |
| 24-35 pass | - has sufficient knowledge for straightforward situations in<br>educational contexts     |

## Paper B : Writing

Marks ()	Descriptions
1	- finds it difficult to communicate the message because of frequent inaccuracies of grammar or vocabulary
2 pass	- <b>can</b> present ideas with adequate relevance and adequacy of content and compositional style, where describing graphs or tables and expressing a point of view
3	- can write a clear detailed text, describing describe graphs or tables and can express a point of view clearly (with relevance and adequacy of content and compositional style, cohesion, adequacy of vocabulary for purpose, grammar and mechanical accuracy)

### Marking criteria

pass 3 in	Relevance and Adequacy of Content, Compositional Organisation
2	Cohesion, Adequacy of Vocabulary for Purpose, grammar, Mechanical Accuracy I (Punctuation), Mechanical Accuracy II (Spelling)

## 8.3 คู่มือแบบทดสอบ

คู่มือแบบทดสอบจัดทำขึ้นเพื่อให้ข้อมูลรายละเอียด ลักษณะของแบบทดสอบแก่ ผู้ใช้แบบทดสอบ เพื่อประโยชน์ในการเตรียมการสอบ

### *Characteristics of the test*

STOU-EPT test is designed to measure the proficiency of candidates at a threshold level. It aims at candidates who wish to further their studies at a graduate level in a Thai context. It covers listening, reading and vocabulary, and writing and grammar.

### *Use of the test*

STOU-EPT test can be used to accompany application the graduate studies at Sukhothai Thammathirat Open University.



### *Limitation of the test*

STOU-EPT attempts to represent CEFR (Common European Framework of Reference for Languages) level: A2, B1, B2, with B1 as the passing criteria for graduate programs of studies. The number of tests, representing the performance in each level, is limited.

### *Appropriate population for the test*

Candidates who wish to study at a graduate level, with at least a high school background.

### *Detailed instructions*

STOU-EPT listening test consists of 4 parts, 25 marks. Part I covers 8 short conversations with 8 marks. Part 2 covers monologues and longer conversation text type with 12 items of 12 marks. Part 3 covers lecture text types with 5 items of 5 marks.

### *Example items*

Samples from listening, reading and vocabulary, structure and writing test items.

### *Content of the test*

The content of the test consists of every day use of language, language used in educational context such as announcement and instruction, and various content based lectures.

### *Meaning of the test score*

#### **Paper A Part I Listening**

<b>Marks (25)</b>	<b>Description</b>
<b>Listening ability is probably ...</b>	
1-6	- sufficient to understand everyday English and short simple, clear, personal and public messages
7-16	- sufficient to access straightforward factual information and language used in educational contexts
17-25	- sufficient to access standard spoken language in educational contexts and various content-based lectures

#### **Part II Reading**

<b>Marks (40)</b>	<b>Descriptions</b>
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**Reading ability is probably sufficient to**

- 1-7 - access simple documents on everyday matters  
and simple informational sources
- 8-21 - access expository and informative sources, and other  
English texts in commonly encountered educational contexts
- 22-40 - access English texts that might be encountered most in educational  
contexts

**Part III Grammar/Structure****Marks (35)****Descriptions**

- 1- 23** - uses some simple structures correctly but still systematically  
makes basic mistakes
- 24-35 pass** - has sufficient knowledge for straightforward situations in  
educational contexts

**Paper B : Writing****Marks ()****Descriptions**

- 1** - finds it difficult to communicate the message because of  
frequent inaccuracies of grammar or vocabulary
- 2 pass** - **can** present ideas with adequate relevance and  
adequacy of content and compositional style, where  
describing graphs or tables and expressing a point of view
- 3** - can write a clear detailed text, describing  
describe graphs or tables and can express a point of view  
clearly (with relevance and adequacy of content and  
compositional style, cohesion, adequacy of vocabulary for  
purpose, grammar and mechanical accuracy)

**Marking criteria**

- pass 3 in Relevance and Adequacy of Content, Compositional Organisation
- 2 Cohesion, Adequacy of Vocabulary for Purpose, grammar,  
Mechanical Accuracy I (Punctuation), Mechanical Accuracy II (Spelling)

*Guidance on suitable preparation*

For listening section, candidates may practice listening to everyday language through media. The public domain and lectures can be practice through English media.

## 9. Diagnostic Reading Test

ในส่วนของการพัฒนาแบบทดสอบวินิจฉัยความสามารถทางการอ่านสำหรับนักศึกษา ระดับบัณฑิตศึกษาและนักวิชาการ ได้ยึดแนวทาง test specifications ของการอ่านตามเกณฑ์ของ CEFR อย่างละเอียด โดยที่การกำหนดเกณฑ์หรือวัตถุประสงค์ของ test task ว่าต้องการวัดทักษะ การอ่านแบบใด และ ทักษะการอ่านนั้นๆ จะสามารถวัดได้โดย task แบบใดเป็นองค์ประกอบที่ สำคัญยิ่งในการสร้างแบบทดสอบวินิจฉัยความสามารถในการอ่าน โดยออกแบบเป็น 3 versions เพื่อตรวจสอบการใช้ภาษาประเด็นนั้น ๆ ให้ชัดเจน และเนื่องจากเป็นการนำเสนอออนไลน์ จึงนำ รูปแบบของแบบทดสอบออนไลน์มาพิจารณาด้วย

เนื้อหาแบบทดสอบวินิจฉัยความสามารถในการอ่านภาษาอังกฤษออนไลน์แบ่งออกเป็น (1) ระดับคำ คำศัพท์ (2) ไวยากรณ์ (3) ระดับประโยค (4) ระดับข้อความต่อเนื่อง ดังรายละเอียดต่อไปนี้

## Test specifications

Level 1 word recognition: meaning, word class

## Lexical access

Level	syntactic parsing	syntactic knowledge
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## Establishing propositional meaning at clause and sentence level

## Inferencing

--general knowledge of the world

--topic knowledge

--Meaning representation of text

## Building a mental model

## Creating a text level representation

## Creating an intertextual representation

Text structure knowledge/genre/rhetorical tasks

## 1. vocabulary

คำศัพท์ 30 ข้อ โดยศึกษาจาก

- 2000 frequent words + university word list (academic word list)
- <http://elc.polyu.edu.hk/cill/EAP/wordlists.htm>
- <http://www.uefap.com/vocab/select/awl.htm> EAP vocabulary
- <http://www.insightin.com/test/test.phtml> vocabulary size

โดยในส่วนเฉลยให้มี recommended websites สำหรับการเรียนรู้คำศัพท์และฝึกฝนเพิ่มเติม

รูปแบบ: 1. gap filling

## 2. multiple matching

3. tick which word you know....

4 word in sentence underlined/synonyms

5. words in context (use parts of speech)

Text text exit

## Grammar

ไวยากรณ์ 30 ข้อ ศึกษาประเด็นไวยากรณ์จาก PET grammar list ซึ่งเป็นไวยากรณ์ระดับนักศึกษา  
มหาวิทยาลัย

รูปแบบ MCQ, Sequencing, Connecting ideas

### 3. Sentence level

ในระดับประโยค และย่อหน้า บทอ่าน 3 บท

ระดับประโยคระดับย่อหน้า - identify pronoun reference  
Careful reading/expeditious reading

รูปแบบ: 1) inserting sentences/paragraphs in texts  
2) multiple matching  
3) MCQ Main idea – Which paragraph has this main idea?  
4) MCQ detail

### 4. Discourse level

บทอ่าน 2 บท เป็นการอ่านระดับ across texts

- 1) Careful reading –Local understanding sentence  
- Global comprehend main ideas  
Comprehend overall text  
Comprehend overall texts
- 2) Expeditious reading - local/scan/search for specifics  
- Global skim for gist

รูปแบบ: Questions types

Comparison between texts

Reading text >>conclusion =is the conclusion reasonable (implication)

Summary –overall understanding

narrate/describe

ยังได้พิจารณา เกณฑ์ความสามารถในการอ่าน ของ **CEFR Specifications for B1 B2 C1 C2**

## Reading

**B1** I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events feelings and wishes in personal letters.

**B2** I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.



**C1** I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialized articles and longer technical instructions, even when they do not relate to my field.

**Domain of texts to be used**

**ACADEMIC**

## **B1 PRELIMINARY TEST SPECIFICATIONS**

### **CONTEXTUAL**

**Response Method:** Gap filling

**Text length:** up to 150 words

**Discourse mode**

**Genre:**

everyday materials such as letters and emails(e.g., enquiries, orders, letters of confirmation etc.), public information leaflets brochures, short official documents  
straightforward instructions for equipment  
expository and informative newspaper/magazine articles on familiar subjects  
personal letters with description of events, feelings and wishes  
simple informational sources (e.g., junior encyclopaedias, leaflets and brochures)

**Rhetorical task:** narrative, descriptive, instructive, expository

**Pattern of exposition:** define, describe, elaborate, illustrate, compare and contrast, classify

**Explicitness of text structure:** explicit

**Structural resources**

**Words/sentence:** Ave 15

**Flesch-Kincaid Grade Level:** Ave: 8

**The complexity of sentence structure:** mostly simple sentences (but some use of subordinate clauses in PET)

**Cohesion:** explicit

**Lexical resources**

**95% K1-20 words = K1 84.7 % K2 8.7% K3 2.3%**

**AWL words:** 2.5%

**Nature of information (abstract/concrete):** concrete

**Content knowledge:** not required: everyday situations encountered in work, school, leisure etc., (personal feelings, opinions and experiences, hobbies and leisure...  
familiar topics in expository texts

### **COGNITIVE**

**Type of reading:**

understand the main points and/or relevant points though not necessarily in detail  
(description of events, feelings and wishes, significant and clearly signalled reasoning, and argumentation)

identify unfamiliar words from the context

extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning

**Text level:** word, sentence and across sentences

## **B2 PRELIMINARY TEST SPECIFICATIONS**

### **CONTEXTUAL**

**Response Method:** Multiple matching/Information transfer

**Text length:** Up to 750 words

#### **Discourse mode**

**Genre:**

newspaper/magazine articles, reports (on professional topics)

specialised articles (in related fields), books

fiction book extracts/contemporary literary prose

informational sources (e.g., brochures, guides, manuals)

lengthy personal or professional correspondence

**Rhetorical task:** historical biographical narrative, descriptive, instructive, expository, persuasive, argumentative

**Pattern of exposition:** define, describe, elaborate, illustrate, compare and contrast, classify, cause and effect, problem and solution, justify

**Explicitness of text structure:** less explicit structure

#### **Structural resources**

**Words/sentence:** 18

**Flesch-Kincaid Grade Level:** 12

**The complexity of sentence structure:** a range of sentence patterns, frequent compound sentences

**Cohesion:** the relations between the parts of the text may not be signalled explicitly

**Lexical resources** 95% K1-20 words K1 84.2% K2 7.8% K3 2.6% K4 1.3%

**AWL words:** 3.3%

**Nature of information (abstract/concrete):** both concrete and abstract

**Content knowledge:** content can be slightly specialised yet accessible to common reader: technical and professional discussions and correspondence, contemporary problems, lengthy, complex instructions, contemporary literary prose, continuous narrative and descriptive prose

### **COGNITIVE**

**Type of reading:**

Search read quickly to locate relevant information using textual features

Understand main ideas and details

**Text level:** sentence, across sentence

## C1 PRELIMINARY TEST SPECIFICATIONS

### CONTEXTUAL

**Response Method:** Multiple matching/Summary/Information Transfer

**Text length:** up to 750

#### **Discourse mode**

**Genre:** textbook, magazine/newspaper article, research/academic non-specialist journal article, report, fiction and non-fiction book, promotional and informational sources (e.g., guides, manuals, leaflets, brochures)

lengthy personal or professional correspondence

**Rhetorical task:** descriptive, narrative, expository, argumentative, instructive

**Pattern of exposition:** define, describe, elaborate, illustrate, compare and contrast, classify, cause and effect, problem and solution, justify

**Explicitness of text structure:** the reader should be able to cope with less explicitly organised texts (as in literary texts)

#### **Structural resources**

**Words/sentence:** 19

**Flesch-Kincaid Grade Level:** Ave 12.5 (based on IELTS average)

**The complexity of sentence structure:** mainly complex sentences, frequent use of modals, some use of ellipsis, range of pronouns and adverbials

**Cohesion:** the relations between the parts of the text may be implicit

**Lexical resources** 95% K1-20 words = K1 78.75% K2 8.5% K3 3.3% K4 2.3% K5 1.3% K6 0.9% K7 0.7%

**AWL words:** 4.6 %

**Nature of information (abstract/concrete):** may involve abstract content

**Content knowledge:** may require the understanding of specialised content  
knowledge: professional, academic, social, literary

### COGNITIVE

#### **Type of reading:**

Search read quickly to locate relevant information using textual features

Understand main ideas and details

Understand the relation between the main ideas and the details

Infer meaning which is not explicit in the text (understand implied meaning)

Understand how the different ideas in a text relate to each other (select, summarise and synthesise relevant information)

**Text level:** across sentences, text level



## C2 PRELIMINARY TEST SPECIFICATIONS

### CONTEXTUAL

**Response Method:** Multiple matching/text insertion/information transfer

**Text length:** up to 750 + 450 for min-texts max

**Discourse mode**

**Genre:** textbook, magazine/newspaper article, research/academic journal article, report, fiction and non-fiction book, promotional and informational sources (e.g., guides, manuals)

lengthy personal or professional correspondence

**Rhetorical task:** descriptive, narrative, expository, argumentative, instructive

**Pattern of exposition:** define, describe, elaborate, illustrate, compare and contrast, classify, cause and effect, problem and solution, justify

**Explicitness of text structure:** the text may not have an overt rhetorical organisation

**Structural resources**

**Words/sentence:** 20+

**Flesch-Kincaid Grade Level:** Ave 13.5+ for C2 based on analysis of university UG yr 1 Texts. (IELTS =12.5 ave)

**The complexity of sentence structure:** structurally or linguistically complex language; mostly complex sentences

**Cohesion:**

**Lexical resources** highly colloquial writings K1 –K20 95% = K1 79% K2 8.5% K3 2.3% K4 2.3% K5 1.1% K6 0.9% K7 0.5% K8 0.4%

**AWL words:** 4.3%

**Nature of information (abstract/concrete):** may be abstract

**Content knowledge:** a variety of specialised topics presented using complex language with subtle distinctions of style and register to create sophisticated effects.

Texts concerned with contemporary issues in which the writers adopt particular view points

### COGNITIVE

**Type of reading:**

Search read quickly to locate relevant information using textual features

Synthesise and integrate information from different parts of a text or from different texts

**Text level:** text or multiple text level

## **(10) Online test**

การศึกษาข้อสอบออนไลน์ เป็นการสำรวจการใช้ ICT ในการศึกษา Dr. Stephen Bax จาก CRELLA ได้เน้นย้ำการใช้เทคโนโลยีให้เป็นปกติในชีวิตประจำวัน (normalization) และได้ศึกษาตัวอย่างแบบทดสอบออนไลน์รูปแบบต่าง ๆ ซึ่งสร้างเนื้อหาโดยวิทยากร Dr. Stephen Bax เช่น BBC: Ten days in Manchester โปรแกรมการสร้างข้อสอบออนไลน์ และเว็บไซต์ต่าง ๆ ที่เป็นประโยชน์ อภิปรายถึงรูปแบบและข้อจำกัดของแบบทดสอบออนไลน์ ดังโครงร่างต่อไปนี้

### **ICT in online education and online assessment**

Outline programme for Wednesday 9th September 2009

#### ***ICT in Education***

1. Using ICT in language education: Normalisation (see handout)
2. Integrating / normalising ICT resources in education – the case of Blackboard
3. Online language learning: BBC: *Ten Days in Manchester*  
<http://www.bbc.co.uk/worldservice/learningenglish/business/tendays/>

#### ***ICT in Assessment***

4. Quizzes for Language learning
  - a) BBC quizzes (Using Perl programming, for example)  
<http://www.bbc.co.uk/worldservice/learningenglish/quizzes/quiznet/>
  - b) The Internet TESL Journal (iteslj.org) (using Javascript and also using Flash) <http://a4esl.org/>
  - c) Hot Potatoes (Using Javascript)  
<http://hotpot.uvic.ca/>
5. More developed online assessment (e.g. using Flash)
  - a) My own activities for kids
  - b) Exam English for IELTS (Using Flash)  
<http://www.examenglish.com/>
  - c) Testing Reading online

## 11. Bibliography

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**Common European Framework of References for Language** Policy Division Council of Europe Strasbourg English version published by Cambridge University Press  
[www.uk.cambridge.org/elt](http://www.uk.cambridge.org/elt)

Buck, Gary (2001) **Assessing Listening** Cambridge: Cambridge University Press

Glen, Fulcher & Fred Davidson (2007) **Language Testing and Assessment: an Advanced Resources Book**. New York: Routledge

Khalifa, Hanan and Cyril J Weir (2009) **Studies in Language Testing 29: Examining Reading** Cambridge: Cambridge University Press

Shaw, Stuart D and Cyril J Weir (2007) **Studies in Language Testing 26: Examining Writing** Cambridge: Cambridge University Press

## 12. ตารางการฝึกอบรม

Work Schedule

September 2009

Date/Time	Discussion topics	Supervisor
1 Tue (9.00 am.-5.00 pm.)	Overview of the course -discuss listening and speaking test design - study samples of test books - read Etesting reading - Test Specifications for reading	Dr. Cyril Weir Dr. Tony Green  Dr. Aylin Unaldi
2 Wed	Reading - cognitive validity	Dr. Cyril Weir
3 Thurs	Reading -context validity	Dr. Cyril Weir
4 Friday	Scoring/ level of proficiency A1 /B1/B2	Dr. Cyril Weir
5 Sat		
6 Sun		
7 Mon	Reading proficiency test specifications B2 B1 A2 --in detail	Dr. Aylin Unaldi
8 Tue	Listening-speaking proficiency KET PET FCE specifications/samples Try KET PET FCE tests CEFR level reviews	Dr.Fumiyo Nakatsuhara
9 Wed	Web-based delivery of listening and reading test/writing ICT in education—normalisation Online language learning Quizzes for language learning Exam from IELTS online	Dr.Stephen Bax
10 Thurs	Reading proficiency test Find texts and draft sample questions	Dr.Aylin Unaldi
11 Fri	Listening and speaking test: TOEFL Draft test specifications/look at sample tests from TEOFL	Dr. Fumiyo Nakatsuhara
12 Sat		
13 Sun		
14 Mon	Listening-speaking Test specifications/find sample tests	Dr. Fumiyo Nakatsuhara
15 Tues	Reading Finish up sample questions A2 find, adapt texts and write up questions B1 B2	Dr.Aylin Unaldi
16 Wed	Writing Test specifications	Dr. Cyril Weir
17 Thurs	Writing/Scoring scheme Grammar and vocabulary Frequent list	Dr. Cyril Weir



Date/Time	Discussion topics	Supervisor
18 Fri	Overview of speaking test Test design and marking scheme/ IELTS Band/ACTFL/CEFR Reading/ finishing up sample test	Dr. Fumiyo Nakatsuhara  Dr. Aylin Unaldi
19 Sat		
20 Sun		
21 Mon	Diagnostic Reading test	Dr. Tony Green
22 Tues	Diagnostic Reading test	Dr. Tony Green
23 Wed	STOU EPT blue print: All parts Listening Reading/ Vocabulary Writing Grammar Speaking	Dr. Cyril Weir Tony Green Aylin Unaldi Fumiyo
24 Thurs	STOU-EPT Result report	Dr. Tony Green
25 Fri	Speaking	
26 Sat		
27 Sun		
28 MON	RETURN to Thailand	

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